

STUDENTS' ATTITUDES TOWARDS THE USE OF PODCAST FOR ENGLISH LANGUAGE LEARNING: A CASE STUDY AT TANJUNGPURA UNIVERSITY

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Abstract: This study investigates the attitudes of students towards the use of podcast as a media for English language learning. Semi-structured interview is employed as a means of collecting the data. The findings indicate that all students who use podcasts as a media for English language learning have shown positive attitudes and are also aware of the benefits of using this technology despite the barriers they face during the process of learning. Although lack of internet connection is mentioned to be the main barrier encountered by the students, they find this technology can enhance their English learning motivation and effectively boost their English language skills.

Keywords: Attitude, Podcasts, Barrier, English Language Learning

Abstrak: Studi ini bertujuan untuk menyelidiki sikap mahasiswa terhadap penggunaan podcast sebagai media untuk belajar bahasa Inggris. Wawancara semi terstruktur digunakan sebagai media untuk pengumpulan data. Temuan menunjukkan bahwa seluruh mahasiswa yang menggunakan podcast sebagai media untuk belajar bahasa telah memperlihatkan sikap yang positif dan menyadari akan manfaat dari penggunaan media ini meskipun mereka juga menghadapi kendala-kendala dalam proses belajar dengan menggunakan podcast. Meskipun lemahnya jaringan internet merupakan kendala utama yang dihadapi oleh mahasiswa, mereka menemukan bahwa teknologi ini dapat memacu motivasi belajar bahasa Inggris dan secara efektif meningkatkan keterampilan bahasa Inggris mereka.

Kata Kunci: Sikap, Podcast, Kendala, Belajar Bahasa Inggris

The rapid development of information and communication technologies has a considerable impact on numerous fields and domains of human life, including the area of foreign language learning. One advantage of information and communication technology advancements is that learning English as foreign language is not always centered on teachers. Learning English can be carried out independently with the assistance of online learning facilities. Language learning can be implemented anywhere and at any time, in accordance with the students' access to learning. The development of World Wide Website technology has also commonly been utilized by the designers of foreign language teaching materials to facilitate students in learning a foreign language. In that way, the goal of acquiring English can be achieved effectively in less time.

One recent example of internet audios and videos which has greatly increased in popularity is podcast. Today podcasts have been accomplished by a number of teachers for second or foreign language education globally. Many developed countries have integrated podcast technology as a supporting medium to facilitate language learners in a second or foreign language acquisition. For example, at Kanda University of International Studies, the self access centre there provides students with podcast to listen to authentic materials, to do comprehension questions and to practice pronunciation at self access centre (Kershaw et al., 2009, p. 154). The University of Wisconsin at Madison's Department of Germany has also

provided podcast for language students to learn German (Ducate & Lomicka, 2009, pp. 66-68).

Podcast may be defined as a series of digital recordings in the form of audio and video that is put into the web with the aid of Rapid Simple Syndication (RSS) feeds and can be freely downloaded into a computer and can be listened to or watched from a computer or any portable playback device that supports MP3 file (Hasan & Hoon, 2012, p. 128). The word “podcast” is derived from “pod”, one of the Apple products i.e. iPod and “cast” of broadcast”, the word taken from Oxford Advanced Learner's Dictionary 2007 (Hasan & Hoon, 2013, p. 128). According to Sze (2006, p. 120), podcasts have been popularly used by EFL / ESL teachers as a medium for presenting and disseminating English language learning material to the world. Ducate and Lumicka (2009, p. 76) argue that what makes this audio (video) technology famous is its features in terms of the ease and simplicity on the creation, editing, publication, distribution and downloading.

Many studies have found that ESL / EFL podcasts can assist students in English language learning. Podcasts can help students develop listening (McBride, 2009, p. 257) and speaking skills (Sze, 2006, p. 125) as well as develop and improve other aspects of language that affect the process of learning a foreign language such as pronunciation (Ducate & Lomicka, 2009, p. 84), vocabulary (Farshi & Mohammadi, 2013, p. 1384), learning strategies (Ashton-Hay, 2011, p. 24), perceptions and attitudes (Chan, Chi, & Lin, 2011, p. 87; Li, 2006), learning motivation (O'Bryan & Hegelheimer, 2009, p. 178) and learning experience (Istanto, 2011, pp. 376-378). In addition, EFL podcasts can also be utilized as the supplement of a text book (Stanley, 2006, p. 2). They can provide examples of authentic materials and real language which is beneficial for students, too (Thorne & Payne, 2005, p. 393).

Studies on this issue have been widely investigated in several developed countries such as Singapore, Iran, Japan, Hong Kong and America (Chan, et al., 2011; Edirisingha, Rizzi, & Nie, 2007; Hawke, 2010). However, there are still shortcomings of research that investigates students' attitudes towards the application of Internet technology in particular podcast for second or foreign language learning in developing countries such as Indonesia, which has limited facilities for internet access. According to Luthfi (2014), Indonesian speed of internet access ranks the lowest in Asia while Hong Kong ranks first in the world with internet access speed average of 70.91Mbps.

Podcast has been stated to promote English language learning. However, students will not succeed in learning English through podcast if they do not have positive attitudes toward this media. According to Hogg and Vaughan (2010, p. 94), attitude refers to the behavioral tendencies or general feelings, beliefs, and appraisal, either positive or negative to something like a person, object, issue or institution. Attitude is one of the significant factors to achieve success in learning second or foreign language (Hosseini & Pourmandnia, 2013 p. 45). Either a negative or positive attitude will give a crucial impact on the process of learning. Lefancois (1988, p. 112) states that attitude can be defined as a positive or negative tendency that have important motivational components. A positive attitude towards the use of podcast in learning a language shall most likely yield a good learning result and vice versa as Gardner in (Hosseini & Pourmandnia, 2013, p. 67) claims that a positive attitude will benefit second language learners in acquiring the target language meanwhile negative attitudes could cause a decline in motivation. Dörnyei (2008, p. 51) also proposes that attitudes are considered to have relation with motivation. Students who have a positive rating against specific language, for instance, will have a high spirit to acquire that language. It is then not an exaggeration for calling attitude as the key factor of achieving success in a learning process.

Even though negative attitude apparently will hamper the process of learning, according to Erbaggi, Gopalakrishnan, Hobbs, & Liu (2012, p. 29), it still can be improved by giving evidence of the use of authentic and real language in real life. Fortunately, podcast

is one of learning sources that provide huge samples of real language and authentic materials. In addition, (Hegelheimer & O'Bryan, 2008, p. 332) discovered that podcast technology provides a positive effect on motivation to learn.

Based on the observation that writer performed during the process of teaching and learning in UPT Bahasa, surfing is the activity dominating the activities of Tanjungpura University students with their portable devices such as laptops, Ipads, IPods or smart mobile phones. The activities conducted mostly aim for academic requirements such as browsing for academic journals, lectures or other course support materials. In addition, non-academic activities such as making friends with other social media or online gaming is the activities that are also much found among the students. Seeing these phenomena, it is very interesting to discover their attitudes toward the application of web technology, particularly podcast as medium or learning resources that can be used to develop English language skills.

In relation to the empirical findings above, the issue of this project is investigating Tanjungpura university students' attitudes towards the use of podcast for English language learning in term of usability, effectiveness, and satisfaction. As Sharples in Chen (2013, p. 28) proposes that a useful way to investigate students' attitudes toward the use technology for learning is to address its usability (will it work?), effectiveness (is it enhancing learning?) and satisfaction (is it liked?).

METHOD

According to Li cited in Ismiyani (2011, p. 32) the appropriate method to investigate the representative of the attitudes is qualitative. It seems to be preferred as qualitative research tends to reflect better the changing nature of attitudes. Therefore, this study was designed qualitatively with case study approach to gain a deeper insight into students' attitudes toward the use of web technology, particularly podcast in learning English as a second or foreign language. Qualitative method was also used to achieve a deep understanding of the issues that arise in this study, the attitude towards the application of information technology as a medium of language learning. As Holliday (2007, p. 5) has demonstrated the basic purpose of qualitative research was to get what was going on in all aspects of social behavior.

This study aimed at understanding a bounded phenomenon by examining in depth and holistic manner. Therefore, case study as one of the methods in qualitative study was applied in this research. Case study research in TESOL and Second Language Acquisition (SLA) has its origins in psychology and linguistics (e.g. in Hatch, 1978 in www.tesol.org, 2015). However, more recently, TESOL case studies have adopted the more personal and interpretive attitude typical of case studies in education and other fields (Gall, Borg, & Gall; Johnson in www.tesol.org, (2015) with more emphasis on the issues of learners' and teachers' identities, skill development experiences and the implementation of language policies in programs and countries. In language learning, a case study refers to a person, either a learner or a teacher, or an entity, such as a school, a university, a classroom, or a program Faltis & Johnson in www.tesol.org (2015). In applying qualitative method with case study approach, semi-structured interview was used in this study to explore the reactions, perceptions, and assumptions that shape the attitudes of the students during the conversation. Qualitative researchers argue strongly that the interview is an important data collection techniques and fundamental of qualitative research (Merriam, 1998, p. 71). Merriam (1998, pp. 71-72) stressed the importance of using interviews in qualitative research confirms that through individual interviews, the researcher entered the world of the people 'and capture their perspective, and as such, include attitudes and preferences expressed confidential. In addition, Chappelle and Duff in Li (2006, p. 80) agreed that the instrument, in particular interview, provides in-depth data collections which help in understanding one's perceptions.

Participants who were involved in this research were students studying at the University of Tanjungpura, particularly students of Non-English Language Education Department. The process of recruitment was done by applying a purposive sampling method. Given (2008, pp. 797-798) argues that qualitative research tends to be purposive rather than random. Thus, to obtain more reliable data on their perspectives on the use of technology in learning a second or foreign language, selected students were those who were often involved with technology in their daily activities. Snowballing and survey were employed to select appropriate participants. If the proper participants have been found, they would be invited to participate in semi-structured interview. As the model of this research was a case study approach, the number of the involved respondents was very limited. In addition, to maintain confidentiality, the participants in this research were coded into S1-S7.

FINDINGS AND DISCUSSION

Findings

The primary purpose of this study was to discover the attitudes of undergraduate program of non-English Department students of Tanjungpura University towards the use of podcast for English language learning. This section presented the data from exploration of those attitudes. The researcher was interested in investigating their views towards the use of that technology. The two questions guiding this investigation were:

1. What are the attitudes of undergraduate program of non-English Department students of Tanjungpura University towards the use of ESL/EFL podcast for English language learning?
2. What barriers do undergraduate program of non-English Department students of Tanjungpura University have in using ESL/EFL podcasts for English language learning?

Based on the data analysis the participants indicate positive attitudes toward the use of podcast for English language learning in terms of effectiveness, usability and satisfaction. They acknowledge that podcast undoubtedly plays an important role in developing one's English language skills such as listening, reading, and speaking and that this technology product is also effective for improving one's vocabulary knowledge, grammar comprehension and pronunciation. Two divisions which are based on the two research questions constitute how the participants react to the use of podcast for English language learning.

"The attitudes towards the use of ESL/EFL podcast for English language learning" constitutes the first part of the findings. There were three aspects from the podcasts that they viewed in general;

- a. Effectiveness,
- b. Usability, and
- c. Satisfaction.

"Students' barriers in using ESL/EFL podcast for English language learning" constitutes the second part of the findings. In this part, the data show the participants' problem in using this technology for English language learning, how they manage the barriers and limitation of podcast. They responded on the basis of the following features:

- a. Technical problem/Poor internet connection
- b. Podcast limitation

Attitudes towards the Use of Podcasts in English Language Learning

In this section, the discussion will cover three aspects that affect the attitude of the students. Those inclusive aspects are the effectiveness, usability and satisfaction to use of podcasts for learning English. The breakdowns of this section will discuss the first research question "What is the attitude of non-English major students in University of Tanjungpura against the use of podcasts for learning English?" Responses to question indicate that students have a positive attitude towards the use of podcast in general. This is demonstrated by the belief of the participants that the use podcast is effective for developing English language skills. The participants also perceived that podcast is very easy to use as a medium for the development of English language competence of someone and the respondent also argued that podcast can give satisfaction in the language learning process. In conclusion, learning English with podcast is effective, podcast is easy to use, students feel satisfactory to use podcast for learning and podcasts are a useful tool for language learning. The details will be elaborated as the following.

The Effectiveness of Podcast for English Language Learning

All participants agree that podcasting is effective for developing one's English language skills. According to them, podcasting can effectively enhance the ability of listening, reading, and speaking. Furthermore, they believe that podcasting is also effective to improve the mastery of vocabulary and grammar and it is useful to enhance the ability of pronunciation.

"I think it is effective to use podcast for learning English because I think podcast is one of simple program that we can use to develop our skills in English and I think if I don't know much about English, I can learn pronounce, grammar or vocabulary alone without any help. ...I can develop my speaking, reading, and listening also through this media. I think this technology make me easier to develop my language performance." (S1)

"Yeah, I think listen to or watch it can improve much of our skill of English language learning because of its programs that will help even for the beginner to learn," (S2)

Student 4 and 5 also added that learning English with podcast is effective since podcast provides material in a complete but fun way, and easy to understand.

"Podcasts provide the materials in a fun way and complete. So, it can motivate anyone who wants to learn English and improve their skill leisurely." (S4)

".....learning materials in the podcasts is simple and easy to understand." (S5)

S1also enjoys podcast because she can learn English without place and time constrains. She and some of the participants even confessed that they can independently learn English without a teacher. They stated,

".....and (*through podcast*) we can study anytime and anywhere. And I think I can be an independent learner and learn directly from the technology. (S1)

".....I can learn pronounce, grammar or vocabulary alone without any help. I think I can learn vocabulary as it is very hard for beginner. I can learn English independently." (S2)

Podcast is one of the results of technology advancement. It comes to supplement textbook materials in order to support people in learning faster with more alternatives in their learning. However, due to its existence, podcast is often compared to textbook in a more positive way than its counterpart. This at least can be viewed from some participants' opinions toward podcast.

Three participants namely S1, S2, and S5 claim that podcasts is a better source of learning than textbooks. S2 compares podcast to textbook in which the former is an up-to-date program while the latter form tends to be stagnant as it never has any changes in the learning material. Moreover, he claims that textbooks seem to be merely aimed for people who have already known English quite well and beginners will never improve their English language skill just from book. Correspondingly, S1 and S5 agreed that learning through podcast is more interesting and motivating than that of textbook. The following opinions were delivered by S1 and S5 respectively regarding to the strengths of podcast compared to textbook.

“If we learn in a visual media ...it is more interesting that it can make us feel more motivated...we can take the material more fast than we study just by looking at the book or non visual I think. Ya.... it more fast, I mean faster.” (S1)

“With podcast we do not need to use textbooks, so the learning process does not become monotonous.....” (S5)

The effectiveness of podcast is further professed due to its level divisions. According to most participants, they enjoy learning through podcast because podcast adjusts their learning levels. They can choose the materials in podcast that suit them best. S2 defended that this technology is effective because the users can choose the learning materials based on their levels. S1 similarly suggested that Podcast provides learning materials based on one's level and interest. She believes that by using this technology, students can enjoy effective learning as learning can be set up based on the level and interest and implemented anytime and anywhere. Meanwhile, S4 convincingly stated that,

“.....There are many levels in podcasts such as easy, medium, and difficult. So no worries for them who still the beginner or for the expert one, podcasts will supports all of them. (S4)

From the above the discussion, it can be concluded that podcast, according to the participants, is very effective for language learning because it can enhance English language skills, it is an interesting, motivating and up-to-date source of learning English, yet easy to understand, especially if compared to a textbook, and lastly it is said to be effective and enjoyable because it provides various levels from beginner to advanced so that anyone can learn English through podcast.

The Usability of Podcast for English Language Learning

In addition to the high effectiveness of podcast that is admitted by all participants, podcast is also found to be easy to use. Usability is one of the important aspects in using podcast for English language learning. Usability in terms of easiness in using the technology comprises of easiness for students to learn the technology for using podcasting, easiness to find appropriate levels or interests and easiness to learn the language with the assistance of technology in general. All of the participants indicated similar attitudes regarding the

usability of podcast for English language learning in which they agreed that it is easy to learn the technology for applying podcast and to use podcast for foreign language learning:

Yes, It's easy to use this technology. I just type "Learning English + podcast" in Google and enter. Then click one podcast website and then just click the symbol or item and play, I mean listening or watching,.... yea, using podcast for learning just like play online game. (S1)

It's easy, first of all. We go to Google and type ESL podcasts, and then the website will automatically show up and just choose the preferred section.(S4)

Of course. It's very easy. I just type "podcast+learning English" in Google. Then click one of the podcast websites and I can start learning from the website. Some of my friends in English department tell me how to use this technology for learning English. (S7)

Student 2 and 6 also added that podcast makes the language learning process easier since the students can straightforwardly find appropriate learning materials. With podcast students can simply find interesting topics and suitable levels.

..... it's easy for example I like about business and lifestyle, just click the key words... lifestyle+ podcast + learning English. (S6)

Yeah, it's so easy to learn English using podcast because we can choose the material based on our level, so it will suit not just for me, also for all the people that wanna learn English. (S2)

In addition to the easy use of podcast technology and its usefulness for developing foreign language competence, podcast is stated to be motivating. Some participants acknowledged that using podcasts for their study enhances learning motivation as podcasts have interesting and various topics or learning materials as well as exciting images or pictures.

I think it is easier to study foreign language with the assistance of podcast technology because the material is varied and the display is very interesting so it can motivate someone to learn more about English.(S6)

It's very easy to use and it makes me want to learn more (English) by using podcast. (S7)

Despite the easiness of using podcasts technology and their application in language learning, some participants also complained about some constraints while applying podcast. According to them, they sometimes have problems especially with the internet connection. They admitted that their joyful learning is often interrupted with a technical problem namely internet network. Although S4 defended that this technology makes him easy to learn the language, sometimes he faces internet connection problem.

I think it will be easier to study foreign language with the assistance of podcast, but the problem that I usually get when learning English with podcasts is the Internet network, especially in my hometown, in Pulau Maya, Kayong Utara.

My village is located in a remote place and there is no electricity during the day. Electrical energy can only illuminate my village at night. So learning English with podcasts often makes me a little frustrated. Whereas when I was in Pontianak, learning English with the Internet becomes more fun because Internet network is pretty good. (S4)

S3 similarly commented that podcasts technology makes students easier to learn English but internet connection nuisance can make them lose motivation or feel frustrated.

Podcast technology makes me easier to learn English...but I often have problem with the internet. In fact, internet connection often disturbs me in learning process (S3).

From the view above, it can be concluded even though some respondents have significant barriers in using podcast technology for foreign language learning, they still really enjoy this activity due to its easiness. Students can easily find or choose the learning materials that are suitable with their level and interest.

The Satisfaction of Podcast for English Language Learning

The majority of the participants claimed that they feel satisfied with the use of podcast for English language learning. They argued that they can feel an enjoyable experience by using podcasts. They found it is interesting to use podcasts for foreign language learning and they further stated that they feel happy to learn more about how to use podcasts for foreign language learning. Furthermore, they said they will continue to use podcast for English learning purposes:

Yes, because it is interesting to use podcast for English language learning and I can learn English by watching. It is also enjoyable because if I study with my teacher I feel there is something uncomfortable... what we call it...under pressure situation. But with the technology we just can learn in our way. We can choose the material, we choose the time, anywhere, anytime, no pressure, no punishment so it can make study more enjoyable. (S1)

I think.... I enjoy learning English with podcast because we can look for information as much as we want without limitation and from different podcast sources. It's definitely more interesting to study from podcast with interesting images and sounds than study from book. (S5)

Student 6 convinced that what make learning English with podcast interesting is the way how the learning materials are presented and its flexibility in terms of time and space. The creator of podcast designed the site as good as possible. Besides, the students can use this technology for learning anytime and anywhere as time and space are no longer significant barriers for them to learn. S6 admitted that she enjoys learning English with podcast since she can learn English wherever and whenever she like, choose whatever topic that she is interested in.

Yes, I think learning English with podcast is interesting because first from the material and the display is interesting and something like that. We can study anywhere and anytime, and the material is complete very easy to learn. And I

think I feel very happy during the process of learning and thank you so much.
It is interesting than textbook. (S6)

Podcast is also compared from textbook in the way the former is claimed to be more interesting, easy to learn, and up-to-date than the latter. This statement can obviously be found in the comments given by Student 2 and 4 as the following.

So interesting, I don't know why but I can say it so interesting to use podcast. May be because podcast is easy to use and always up-to-date. So I will choose to use podcast to learn English instead of books. Obviously technology can motivate me study English instead of textbook. Textbook is boring I think. Podcast can help me much for learning English. (S2)

.....It has many interesting pictures or images so it can motivate me to learn more. (S4)

The majority of participants also commented that they will use podcast technology for developing English language competence in the future since it can help them to achieve their dreams where English ability is one for the requirements to complete their goals. Some of them stated,

Yes, because it has many advantages that we can get. It is easy to use and simply than any other internet media or resources. I want to develop my English and podcast can help me to develop my English. And I have a dream to study overseas. I want to continue my study in UK or USA and I also have a big dream. I wanna be a great ambassador so I learning English develop my skills. (S1)

I will exactly continue to use this technology because English day by day is harder to learn because the level different from before. And I like English and one of the way to improve my English is through technology and I have a dream to continue my study overseas or work in international company. May be I will work in Batam or Singapore and then to study in Australia. (S2)

Yes, I will. Just what I said before, I love to learn English and everything about it and podcasts support me on it. I'm gonna try harder to learn more about podcast to improve my language skill then it makes me closer to achieve my dream to study overseas. And I want to study in Holland. (S4)

All participants also agreed that podcasts provided satisfactory menu for learning. They admitted that the learning materials in podcasts are designed in understandable, various, encouraging, simple, fun and complete way.

Yeah, I feel satisfied with the materials. Like I said before that the material is understandable, varied and we learn based on the level. (S1)

.....I feel satisfied with the menu in podcast because it can motivate me to learn more about English.(S2)

.....I feel very satisfied with the learning material because it is complete, easy to understand, we can study based on our level, it can motivate someone to learn and it is cheap and it is also fun.(S6)

All participants namely S1, S2, and S6 claimed that podcast is a better source of learning. S2 even claimed that podcast can motivate him to learn more about English. In short, podcast is one of the best internet resources for students who want to develop their English. It serves students with satisfactory, attractive, encouraging and up-to-date sources of learning English, yet comprehensible. Podcast has provided everything required by students to increase their English language competence.

Students' Barriers in Using ESL / EFL Podcasts for English Language Learning

Two points discussed in this section will answer the second question of this research of "What barriers do undergraduate program of non English department students of Tanjungpura University have in using ESL / EFL podcasts for English language learning?" This section delineates the problems faced by the students when using podcasts as a medium for learning English language, either technical or non-technical issues. In addition, this section also discusses several new emerging themes found during interview process namely the strategies of students to handle the obstacles they encountered during the learning process as well as the weakness of podcasts as a medium for learning English.

Lack of Internet Connections in Learning Process

In spite of their active use of podcast technology into foreign language learning, most participants admitted that they often feel frustrated with the lack adequate support of internet connection for optimally integrating this technology into foreign language learning.

The barriers ... no barrier in using this technology...I think...but only technical problem. ...internet connection I think. ... yea ..we are student ...you know we don't have enough money to buy quota... with good speed internet connection.... I mean.(S1)

There are few barriers for me just like time, it is difficult to find good internet access or supported signal..... (S2)

Similar to that, Students 4 clarified,

Just a slow internet network, I think ... particularly in my hometown....when I learn English with podcasts, I am often interrupted with internet network. It may be because my village is far away...no electricity in the afternoon..night only. ...so learning English with podcasts often makes me a little discouraged.

Only one participant apparently does not deal with the internet connection problem. During her experience in using internet particularly podcast for language learning, this participant confirmed that no significant problem is found, there is no interruption with internet network and she enjoys learning with this technology.

I have no problem in learning English with this technology. Everything runs well. I can watch the video or listen to the recording when and wherever I want. (S5)

It can be concluded that in viewing the barriers, almost all participants were in one voice that one of the important issues they face when using podcasts in learning English is the internet connection. Throughout the interviews, weak internet connection was repeatedly mentioned by several participants. Weak internet connection during the day causes most of the participants delay their learning. Consequently, they must be tricky enough in choosing the right time to learn online. Therefore to overcome this problem, the majority of respondents study online from night to dawn because according to them the internet connection in the night was strong enough to support the process of learning English online.

“To solve this problem (slow internet connection), in my opinion, we should use the internet at night, because the internet often functions well at night”. (S4)

Students 1 and 3 also added that to have a strong internet connection for online learning, they like to study at night.

“To overcome the problem I usually go online at night. I usually start study online at 11 pm to morning....”. (S1)

“To manage the barriers, I usually go online at night”. (S3)

Student 6, however has a different strategy to manage the obstacle. She applies many devices to facilitate her online learning.

“Yeah, to solve the problem...I have one Smartphone, one laptop and one computer tablet. And I have 5 cards, for example TELKOMSEL, Indosat, 3, XL etc. And I also have 2 modems for going online. So if the internet is slow with smartphone, I use computer tablet and if I have problem with computer tablet I use laptop. Yeah, sometimes in different place need different card for good communication with internet. For example, in my village, two hours from Tayan City, Indosat card has good network so I use Indosat card for going online.” S6

From the above comment, it can obviously be seen that student 6 shows a strong motivation to learn English online. She enjoys learning English with one of the internet resources. She applied many tools to support her activity even though it costs a lot. Podcast technology has successfully encouraged her to study English diligently. Based on comments stated, it can be concluded that internet connection, according to most participants, was one of the important factors that influence the process of online learning. Consequently, selecting appropriate time for learning and applying various kinds of communication devices were some of ways to manage the obstacles.

Limitation of Podcast for English Language Learning

All participants have acknowledged that podcasts are very beneficial for development of English language skills but beyond their advantages there are some things which, according to the respondents are the weaknesses of podcast as a medium for learning English. According to some participants, direct communication or interaction was one of the weaknesses that podcast has as a language learning media. The users can not have a face to face discussion via this device during the learning. From the interview, S6 commented this:

Well, I love cam(era) to cam(era) honestly by people outside and on podcast there is no something like that. In podcast there is no face to face interaction with people. We can not talk or discuss with the person. We just read, listen and do exercise and something likes that. No interacting, no discussion, no feedback, no response from the people. (S6)

Similarly, S7 viewed that the worst thing from podcast is no direct communication.

“I think the worst thing from podcast is ..I can’t communicate with the author or the writer because there is no direct communication. I cannot see, talk or discuss with the person.”

S1 and S2 also confirmed that the worst thing from podcast is that they cannot engage in a direct communication. They even confessed that in podcast they cannot write comments like in facebook. They stated,

“I think the worst thing from podcast is there is no direct communication, I cannot communicate via writing like facebook with the writer or the author but I think if we learn about listening and speaking, and I think it’s automatically we will develop our writing.” (S2)

“The weakness I think we just learn and there is no feedback from the web...podcast I mean. There is no direct communication also. We can not write comment or reply, we can not interact with the writer. I think it will be interactive or more fun if we can communicate with the author. So we cannot develop our writing just like facebook.” (S1)

Throughout the interviews, it is found that no direct communication was the worst thing from podcast frequently stated by several participants. They admitted that they can not communicate or interact with other people especially foreigners in oral and written form.

From the above view, it can be summed up that podcasts, in spite of their excellences, according to the participants, have several limitations. Most participants found that one evident weakness of podcast is they can not have discussions or interactive activities with other people in learning process. They can not give comments, responses or feedbacks in their online activities for informal learning such as in other web technologies, facebook or other media for instance Skype, Yahoo Messenger or others. They just learn through programs or menu in podcasts.

Discussion

In general, the results show that the participants agree if podcast has a significant influence in improving their English learning. Podcast has helped them develop their English skills to mention listening, reading and speaking as well as their knowledge of English vocabulary, grammar and pronunciation. However, the participants also admit that the face some constraints during their using of this product of technology advancement. They mention lack of internet connection, how to manage their using of podcast due to the low internet connection, and the restrictions of the podcast program itself as the barriers they have experienced in using podcast. The details of the discussion shall be elaborated as the followings.

Attitudes towards the Use of Podcast for English Language Learning

The results show that all participants have demonstrated positive attitudes towards the use of podcast for English language learning. According to the research findings, the majority of participants realize that the application of information and communication technology, in particular podcast has a significant influence on the process of learning English. They admit that the use of internet resources especially podcasts into their learning process can improve the quality of their English language skills. They mention listening, reading, and speaking as the skills significantly developed through this media. Abdous, Facer, and Yen (2012, p. 50) confirmed that the use of podcasts has had a positive effect on students' learning habits, become tools of learning, and the use of podcasts has led to an increase in language skills and vocabulary.

In learning a language, many factors can influence the process. However, it is undeniable that the most significant and facilitating factor is positive attitude (Hosseini & Pourmandnia, 2013 p. 63). Through positive attitude towards learning, the students will be discouraged to learn and gain knowledge deeper by their own willing despite problems they face during the learning. In relation to this, by all respondents showing their positive attitudes towards the use of podcast technology, it is a positive sign that they will be able to elevate their capability in mastering English. Almost if not all of the respondents admit that this technology can effectively assist them in developing language skills especially speaking, listening, and reading. Podcast has also been stated to facilitate the participants in enhancing other aspects of language skills such as grammar, pronunciation, and vocabulary. Hasan and Hoon (2013, p. 130) support this fact by arguing that podcast can assist language learners to accelerate their learning not only in listening but also in other language areas such as pronunciation, vocabulary, grammar, speaking and related learning activities.

The participants' positive attitudes towards the use of podcast in facilitating language learning are not only shown by their acknowledgment that podcast is very advantageous for helping them accelerate their English capability but also proven by their confession of being satisfied, happy, and excited using podcasts in the process of learning English. They also do not find any difficulties in operating the technology in the learning process. One of the respondents further clarifies that podcast helps the atmosphere of learning English become more fun and convenient especially because there is no pressure from anyone during the learning. In addition, by using podcast the participants find learning process more relaxed due to various alternatives of the materials as well as different levels of the materials that the students can choose materials based on their levels of ability. With these different levels of materials, fast learners will be able to optimize their ability and enjoy the learning while the slower ones can choose easy materials that will suit their ability best and allow them to revise their answers or responses regarding the activities and move up to the higher level if they feel that they can pass the current one. Ashton-Hay and Brookes (2011, p. 19) state that podcasting facilitates self-paced learning as well as gives slower learners a platform for remediation.

The participants agree that students sometimes get stressed and anxious when studying because of the difficulties they face or the lesson is just too high for them. They admit that it is unlikely the case when they learn through podcast due to its various materials with different levels of capability. It is quite evident that podcast is a media that can prevent students from getting depressed while learning. It is important that students can be relaxed while learning instead of being anxious because anxiety can hamper any process of learning. According to Mac Intyre & Gardner in Brown (2007, p. 162) the feeling of anxiety will negatively affect the process of learning. Spielberger in Brown (2007, p. 161) also added that anxiety plays a major affective role in SLA.

It is obvious that the whole participants have positive attitudes towards podcast and its use for language learning. Podcast has clearly been admitted to be effective in facilitating English learning and improving English capability. The participants also claim that through podcast students can access various and authentic learning materials that may not be available in the textbook. Furthermore, they assure about what is more special from searching materials through podcast is that all materials downloaded are for free. In regards to this, Gromik (2008) highlighted that podcasting technology provides learners “access to resources which are authentic, free, and otherwise not available” (p. 50). These free materials allow learners from various backgrounds to grab English, not only the rich but also the poor.

Students’ Barriers in Using Podcast for English language learning

Despite a number of positive sides of podcast that have been clarified by the participants, podcast, as a matter of fact also has some drawbacks that must be encountered by the users, at least according to the participants of this study. The research findings suggest that the participants face some barriers during the using of podcast. As they have experienced that most of these obstacles relate to technical problems to mention internet connection in particular.

According to the participants, most of the problems they have encountered come from the connection of the internet network. 6 out of 7 participants mentioned that they often get troubled with slow internet network, especially during the day. This fact however, is quite contradictory with several studies investigating the benefits of podcast for language learning in several Asian countries where internet connection has never been mentioned as a significant problem (see O’Byrne & Hegelheimer, 2007; Li, 2010; Chan et al. 2011; Kaplan-Leiserson, 2005; Ducate and Lomicka (2009). In Indonesia, particularly in the area the writer conducted this research, West Kalimantan, it is obvious that students’ learning motivation and learning process are often interrupted by this technical constraint. As a consequence, students need to be provided with technology supported learning facilities to help them develop their foreign language competence through podcast. O-Byrne and Hegelheimer cited in Hasan (2013, p. 131) argues that using podcast in language lesson had been reported to be found motivating for language learners.

Although all participants agree that internet connection is the most frequent restriction that delays their learning, one of them smartly tackles down the issue. To manage this connection problem, she uses a few communication devices and various internet cards to support her language learning so when one device or one card got slow connection, she applies other devices as well as other cards that receive strong network signals. These smart steps may be a good solution to deal with the matter. However, employing various communication gadgets apparently would involve quite costly budgets that could create another financial problem to students from mediocre families.

The connection difficulty of internet experienced by the participants has urged them to be able to manage how to get a good access of internet connection. One of them solves the problem by having various devices and internet cards as formerly identified. Meanwhile, the others choose to overcome the obstacle by selecting the appropriate time for the online learning. According to most participants, night to dawn is the best time to conduct online learning with podcast because at night, the internet connection is quite strong in their area.

Limitation of podcast as a learning media is also mentioned by most of the participants as one of the barriers applying podcast. They found that one of podcast weaknesses is that they can not do interaction or discussion with someone as on facebook or skype. They cannot have direct responses or feedbacks because all learning materials have been programmed by the technology. This absolute response from the participants is not

surprising because some researches have also pointed out that even though podcast provides access to audiovisual resources, it does not cover another essential element of language learning namely 'interaction' (Stockwell, 2010, pp. 104-105). Although podcast does have a limitation in allowing interaction, it actually still permits the users to do so by providing activities and materials that can be used by the users to interact with their planned companions to practice English.

CONCLUSION AND SUGGESTION

Conclusion

Feedbacks from the students who became the participants in this study indicate that all of them have positive attitudes towards the use of podcast for learning English. The students have positive attitudes towards podcast in terms of effectiveness, usability and satisfaction. Most participants agree that podcast is effective in developing English language competence. The participants do not find any difficulties in operating the technology and feel satisfied with it. Podcast, according to them, can promote them to improve their language competence as this technology could provide a variety of learning opportunities. Through podcast, the participants can get interesting and various learning materials and develop their language skills based on their level, anywhere and anytime. The process of acquiring the language is admitted to also be more flexible and enjoyable as there is no time constraint and its various learning materials really promote students to learn more. Instead of podcast benefits and excellences for language learning, there are also some constraints experienced by the participants during the learning process. The majority of participants complain that they face barrier with the internet connection. The participants' learning activities are often interrupted with weak internet connection. Fortunately, they are quite creative to deal with this restriction. Most of them can manage the problem of this internet connection by having online study at night. Night to dawn is detected to be the best time for students to have a strong internet connection for implementing online learning activities. Another constraint considered by those participants is the limitation of podcast as a media for learning English. According to the participants one significant weakness of podcast is direct communication. The participants who have applied this technology for learning argue that even though this technology is very beneficial for developing one's language competence, podcast does not provide the users with applications or other technologies that can be employed for direct communication such as found in Facebook or Skype. According to these participants, they cannot have a face-to-face discussion like they do via Skype or give comment like on Facebook.

Suggestion

There are a number of suggestions that arise from the research findings. First, the participants have performed a correct action by using podcast for developing their English language skills as podcast can provide many benefits for students. Since podcasts are useful for supporting English language learning, it may be the best idea that the participants keep applying this technology for language learning. Second, as the participants have shown their positive attitudes to the use of podcast for language learning, it is highly recommended that the language teachers can promote the use of this technology to other students. Finally, it should be much concerned that the availability of this internet technology facility itself does not automatically give positive impacts on students' learning if the students do not get sufficient guidance from the teachers to integrate this technology product to mention podcast in their learning activities which influences their achievement.

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